



THE  
MINISTRY OF  
PARENTING

# **Incredible Years Parenting Group Project for parents of children with Attention Deficit Hyperactivity Disorder (ADHD)**

## **Project Report**

**2021-2023**

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### The project

In March 2021 we were awarded a 2-year funding grant from the Chrysalis Fund and the Blanc Family Fund. The grant was administered by Essex Community Foundation (ECF), with a start date set for June 2021.

The original request for funding was for the delivery of two Incredible Years ADHD programmes per year. Due to the Covid situation in 2021 and a high level of referrals for the group programmes we were fortunate to be offered some additional funding through another funder (ECC Targeted Support) to support the delivery of the Incredible Years ADHD parenting groups in 2021. This enabled us to double the number of group programmes we could deliver in year 1, and we were able to start the delivery in May 2021.

In Year 2 we became concerned about the number of referrals, especially referrals from outside North Essex. With agreement from our funders, we substituted a “group” for training. This enabled us to provide Incredible Years training and resources to 6 services across Essex (2 Voluntary, 2 CIC’s and 2 NHS). Our hope is Incredible Years ADHD programmes groups will now be delivered by these services in West, Mid, South and North Essex.

### What we have delivered

The group programmes and workshop were delivered in Colchester, Essex. The groups delivered face-to-face.

- Group 1: The group ran May 2021 to October 2021. Held on Tuesday mornings for 14 weeks.
- Group 2: Ran from November 2021 to March 2022. Held on Tuesday mornings for 14 weeks.
- Group 3: Ran from January 2021 to March 2022. Held on Monday evenings for 11 weeks, we extended session delivery hours.
- ADHD workshop held in May 2022
- Group 4. Ran from March 2022 to June 2022. Held on Tuesday mornings, for 13 weeks.
- Group 5 Ran from September 2022 to December 2022. Held on Tuesday mornings, for 12 weeks.
- 3 online Zoom sessions on ADHD and the brain, delivered to parents attending the group family members.
- Training to professionals – 10 professionals completed the Incredible Years (IY) School aged training. 13 professionals completed the adapted Incredible Years programme for parents with children additional needs.

### How well the targets stated in the original application have been met.

The target was for a minimum of 24 parents to access the project. With the support funding and the project team adapting to high level of referrals and the ongoing Covid situation we have corresponded with 124 parents/carers and 54 parents completed a group programme.

#### The Referral numbers.

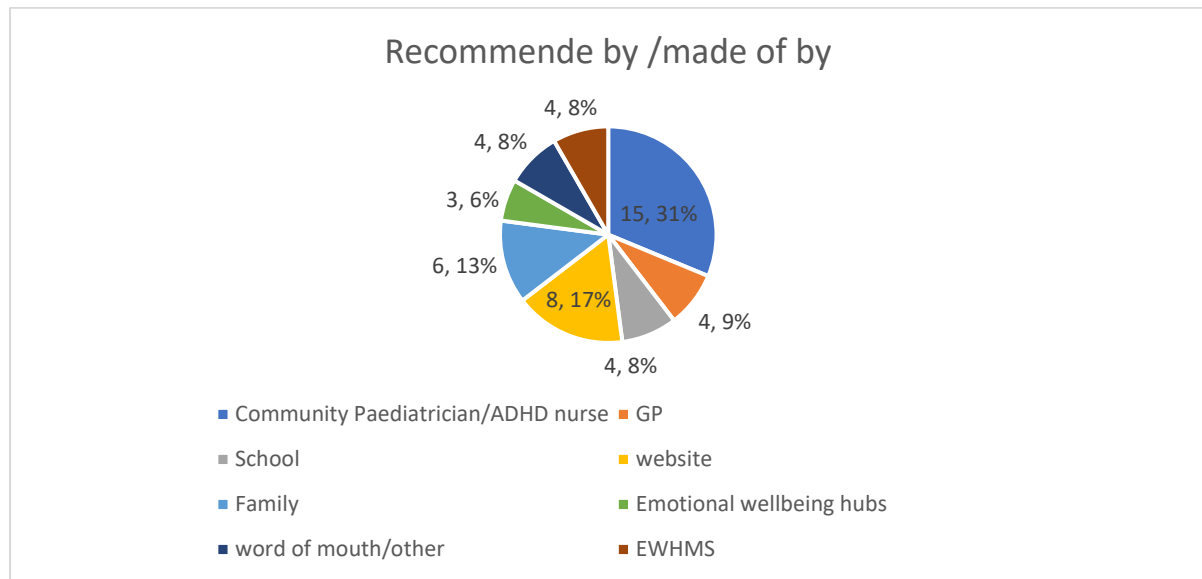
Number of referrals to Project	<b>124</b>
Offered a place on groups	65
Completed/attending a group in full	54
Attended ADHD workshop	19
Number of "referred" children affected by the intervention	50
Number of siblings affected by the intervention	53
Number of children affected by the intervention	<b>103</b>
Additional family members attended some of the sessions	14

#### Reasons why parents were not offered or were unable to accept place on a group.

Child diagnosis is ADS only so unsuitable referral	5
Child does not have a diagnosis or traits of ADHD so unsuitable referral.	11 - Referrals mainly came from social care and related to the parent attending a parenting course to increase contact or to gain access contact with their child/ren
Physical illness	1 -withdrew after week 2 due to pregnancy difficulties
Parent unable to attend due to work or study commitments	5
Parent unable to attend due to not having suitable childcare	4
Parent wanted one to one intervention only	1 -This parent was a local police officer and was concerned that people they have contact with may be in the group.
Essex based parent unable to attend due to feeling it was too far to travel to	23- 6 Parents were from Harwich, 8 from mid Essex and 9 parents were from south Essex
Out of county parent unable to attend due to feeling it was too far to travel to	4 –Parents lived in Woodbridge, Bury St Edmunds, Ipswich, and 1 parent was from Leicestershire
Parent moved area	1- Parent moved to Scotland
No respond after receiving referral	9- Parents are contacted via email, phone, and text.
Parent unable to attend due to their own mental health issues.	6

### Referral pathway/partners

Referrals were taken directly from parents and carers (self-referral form). Parents were recommended by or made aware of the groups via:



### The parents who completed or currently attending the groups programme demographics

No. of couples	11
No. of fathers	9
No. of stepfathers	1
No. of mothers	40
No of stepmothers	1
No of grandmothers	3
No married/living with partner	36
No single	14
Recorded ethnicity as white British	52
Recorded ethnicity as mixed British	1
Recorded ethnicity as other	1

### Additional information

9 parents openly disclosed in the groups that they were diagnosed ADHD, 4 disclosed they were under assessment for ADHD.

### The children

Number of referred children	50
No of children with ADHD diagnosis only	25
No of children with ADHD & ASD diagnosis	12

No of children with ADHD & OD diagnosis	1
No of children with ADHD & & ASD Tick disorder diagnosis	2
No of children with ADHD & anxiety diagnosis	2
No of children under assessment for ADHD	7
No of children on medication	19
No of children in a Special needs school	5
No of children on part time school timetable	9
No of boys	38
No of girls	12
4 years	2
5 years	6
6 years	15
7 years	7
8 years	5
9 years	11
10 years	6
11 years	3
Number of siblings	53
Number of children affected by the intervention	<b>103</b>

## **Practical outcomes the project produced?**

### Measurement of effectiveness of the Incredible Years ADHD group programmes

Effectiveness was measured using Pre and post the Strengths and Difficulty Questionnaire (SDQ), weekly session evaluations, case studies and a parents satisfaction questionnaire.

Strengths and Difficulty Questionnaire (SDQ); this is a brief child mental health questionnaire for children and adolescents aged 4 through to 17 years old and developed by the UK child psychiatrist Robert N Goodman. SDQ asks about 25 attributes, some positive, others negative. These 25 items are divided between five scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and pro-social behaviour. The same self-completion questionnaire is given to the parent at the start and at the end of the course. The total difficulty score of the SDQ (range 0-40) is a fully dimensional measure, with each one-point increase in the total difficulty score corresponding to an increase in the risk of mental health disorder. The higher the score the more at risk to emotional and behavioural problems. A post decreased is a positive result.

Data taken from 54 parents who completed the groups.

### The total parent's pre-group self-scoring results show:

- The need range was from 2 (low need) to 34 (very high need).
- 41 of the children scored in the clinical intervention/ high level of need at the start, which was expected considering the target group.

The total parents post group self-scoring results showed:

- 48 children’s scores decreased (decrease is a positive result)
- 23 children scores dropped out of clinical range which is a very positive result.

The SDQ results are very positive and show that **89 %** of the parents who attended a group experienced improvement in their children’s behaviour.

Summary of the Parent’s satisfaction Questionnaire

The total parents post group self-scoring results showed:

100% of the parents felt the group facilitators were extremely helpful
100% of the parents felt the group facilitators preparation and teaching was excellent
100% of the parents felt the group was very supportive
100% of the parents felt the group facilitators and group members were interested in them and their child.
100% of the parents said they would like to keep meeting as a group.
100 % would recommend to a friend
100 % were satisfied with the presentation of the group course content
95% were satisfied with the overall specific parenting techniques
Skills practices rated the highest teaching format, followed closely with group discussions, watching the videos and home practice tasks
Praise was the most popular content topic, followed closely by ignore, praise, coaching child directed play and positive commands
Rewards content rated the lowest score

**Other positive outcomes**

- 5 parents who were not working at the start of the groups, felt able to apply for jobs as their child’s behaviour had improved. 3 parents are working full time and 2-part time.
- A child under assessment for ADHD at the start of group 1 was discharged by the paediatrician without a diagnosis of ADHD as it was not felt necessary at this time.
- A parent was able to have her child re-diagnosed following the information she learnt on the group. This resulted in a change in the child’s education placement.

**Adverse developments, in delivering the project.**

Adverse issue	We managed the issue by:
Our main adversary was Covid 19. The implications during the last year including the changing status and lifting of legal Covid measures led to us to remain mindful of our legal	Conducting general risk assessments (including measures to identify and reduce risks from Covid). We delivered the groups in a large room with ventilation, and we set things in place for social distancing: parents wore masks when moving, coming into the room but taking them off whilst sitting, parents brought their own pen and drinking cup.

<p>responsibility to follow all the government's public health guidance relating to Covid. The high anxiety many people had attending a face-to-face group meeting. Infection rates especially in schools affected attendance, as if a parent or child tested positive for Covid or were in contact with someone with Covid meant the parent was unable to attend a group session.</p>	<p>All the skills practice items were in individual bags etc. Key handouts were pre prepared and put in plastic pockets. Extra handouts were emailed weekly to parents. We reduced the number of parents in all the groups to accommodate social distancing. In group 2 we had to reduce this to only 8 parents because of Covid regulations at that time. Group 3 ran for only 11 sessions. The group was planned to run for 13 weekly sessions, however due to Covid, 2 sessions had to be cancelled (a high number of the parents' children had covid). From 18th February the session time on all the session extended to 9pm to make up for missed session. If a parent missed a session due to Covid, they were offered catch up sessions via Zoom (online).</p>
<p>The number of referrals Referrals outside North Essex</p>	<p>We connected the Essex Community Foundation with a proposal to substitute a group for 2 trainings. The Incredible Years (IY) School aged training (3 -days). The adapting the Incredible Years programme for parents with children additional needs (1 day)</p> <p>This enabled us to provide Incredible Years training and resources to 6 services across Essex (2 Volunterery, 2 CIC's and 2 NHS). Our hope is Incredible Years ADHD programmes groups will now be delivered by these services in West, Mid, South and North Essex.</p>

**Please see Appendix's for further outcome information**

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## **Appendix 1**

### **Main reasons for wanting to attend the course (Parent and carers best hopes)**

- Extra strategies, in particular for managing emotional outbursts and how to de-escalate them before they happen.
- To feel like a calmer parent and to have more patience.
- Improved relationship with my child with ADHD.
- How to manage intense emotions.
- Understand my ADHD child's needs, less aggression. Learn strategies.
- Understand the difference between majority typical behaviour and additional need behaviour.
- How to use support strategies with fairness within family.
- More empathy, enjoy my parenting again.
- Shared experience.
- More information re current methods of diagnosis.
- Strategies to get child's attention.
- Reduce shouting and stress, better understanding.
- More harmonious, calm family life.
- Reduce guilt, parenting be more on the same page.
- Deal with my own frustration.
- Manage sibling copying of negative behaviours.
- Be less of a nag, support social development.
- Learn more about ADHD and parenting methods.
- De-escalate my son and my emotions. Identify triggers.
- How to manage transitions, gaming, boundaries, and screen time.
- Raise son's self-esteem.
- Understand how her mind works and how I can change to be a more patient parent.
- Less stress, more balanced family dynamic.
- Information on research and strategies, and ways to ensure that school are using these.
- Strategies to reduce impact of child's behaviour on sibling, patient parenting.
- More open relationship, enjoy parenting.
- Calmer household.
- One parent was not at work as managing his child's appointments and behaviours were difficult with work. Parent wanted to be able to go back to work.
- More understanding of my ADHD child's emotions.
- Help with the decision on whether to go for full diagnosis.
- Manage meltdowns.
- Go out socially with my daughter.

## Appendix 2

### Breakdown of the groups feedback

The parents were also asked to give their opinions to the following 3 questions.

	Group 1
1) How could the program have been improved to help you more?	<p>More time to review home tasks- pushing me to focus more and prioritize.</p> <p>I feel the program was brilliant for us as a family and it was very informative and useful.</p> <p>The programme is great the way it is.</p> <p>I thought the program was very comprehensive and don't feel there are any improvements to make to what is a very informative and impactive program.</p> <p>The programme has been amazing. I could not find anything to improve as it's been extremely helpful.</p> <p>Perhaps a section on strategies to manage anger during stressful moments, although we did have some discussions on this.</p> <p>Cannot fault it!</p> <p>Exceptional programme and teaching</p> <p>Been longer! I absolutely loved coming, did not want it to end.</p> <p>I don't know.</p> <p>I would have benefited from accessing more of the content online to support my learning.</p> <p>I don't think it could be improved. The content was very helpful and relevant to my child.</p> <p>It was fantastic, with improving my own confidence, all methods of learning outstanding.</p> <p>Brilliant course. Thank you, ladies,</p> <p>I am not sure it could have. I only wish we had longer to implement what we learnt between sessions before moving on.</p> <p>I don't feel like it could have been improved. It has been informative, interesting, and helpful from start to finish.</p> <p>I don't think there needs any improvement.</p>
2) At this time do you feel the need for additional parenting assistance?	<p>I am really happy with the assistance I have already. I feel confident moving forward. Really sad the course has come to an end.</p> <p>I went to review all skills "toolkit" to ensure I can grab the right strategies when needed, for them to become second nature.</p> <p>No, I feel I have learnt the confidence and tools to move forward and be a successful parent and have a calmer household.</p> <p>No, before the program we really struggled with effective parenting. I feel the program has given us effective tools, to the point where my child has recently been discharged by the paediatrician without a diagnosis of ADHD as it was not felt necessary at this time.</p> <p>No, although always open to courses.</p> <p>No, need time to implement each strategy, review, and practice. I might be needing to do a refresh in 6 months.</p>

	<p>I feel I may need support but need time to put everything I have learnt into practice.</p> <p>I would be interested in another course to keep consistent and on track as my son is still young.</p> <p>It would be useful to go on courses that mirror this one, to check in and encourage me to persist with these strategies.</p> <p>I am behind in the steps but confident that I can keep going and confident that if I reach out to the group leaders they will support.</p> <p>I don't think so.</p> <p>I want to continue to improve my parenting approach.</p> <p>Not at the moment</p> <p>Yes, but I feel my child is particularly challenging and stubborn. It has been recognised that she needs to be assessed for autism.</p> <p>Only that I need help meeting my son's sensory needs better.</p> <p>I am going to continue using the strategies. I may benefit with some more guidance on aggressive and challenging behaviour.</p> <p>I would like to explore additional learning.</p> <p>I just need to implement all the tools I have learnt to good effect.</p> <p>I have been trying to seek Therapy/counselling for my son for a long time and still think he would benefit from this EWHMS refused him 4 times and Lifeforce met him and then never responded to me again.</p> <p>Being with people in similar situation</p> <p>I feel a monthly top up/refresher forever would be amazing.</p> <p>No, I feel like I have all the tools I need for now and in the future</p>
<p>3) What did you see as the main benefit of the Incredible Years ADHD Program?</p>	<p>So much info that has made a massive difference.</p> <p>A calmer homelife</p> <p>Self confidence in my parenting skills</p> <p>Having insight- tools to implement</p> <p>Brilliant, honest, authentic, very insightful leaders</p> <p>Brilliant work, thank you so much!</p> <p>I think the confidence and giving us the tools in order to implement them and be a better version of myself.</p> <p>Helpful and useful information</p> <p>Having the competence and confidence to apply effective parenting tools. This has been transformational to our family, and I hope to continue what I have learnt.</p> <p>Much more patience as a parent, child is responding well to strategies.</p> <p>Learning techniques, having practical solutions tools, confidence in myself</p> <p>They have improved my home life will all my children not just my ADHD son.</p> <p>Our whole family benefitted; we are all coping much better</p> <p>Gaining control and having a better understanding of my sons' additional needs. This has helped me enjoy being a mum again.</p> <p>The strategies support constructive help and advice. How to implement the strategies. The course content flawed each week. Such an incredible tool for parents. Thank you.</p>

The strategies I have learnt have supported me parent more effectively. I feel like I have a framework to refer to and I feel more in control of what I am doing. Therefore, I know My son and the other children feel more sure of the consequences of their behaviours. I have the confidence to carry out what I have learnt.

Just everything. I felt right at home with everyone for the first time in months, really enjoyed it.

Learning to be calmer and caring help to engage positivity with my child but also establishing my child to know boundaries and consequences.

Excellent techniques learnt.

Positive changes on my child's behaviour, calm, and more concentration. Thank you.

Changed my understanding of managing my child and has changed our relationship for the better

Learning all the different strategies to put in place.

It has given me the confidence and tools to be the best support and teacher to my child.

It has helped me understand and better manage my son's behaviour.

Giving me the tools, I needed to be a better parent.

It is an amazing programme. I learned so many different strategies in my tool kit.

Improving my daughter's wellbeing by educating myself

The overall approach, the pyramid of techniques and the other parents.

It can be very lonely to be an ADHD mum so meeting others going through the same thing was so helpful.

Coaching, modelling, stay calm positive mind.

Learning about children hooking you and not taking the bait. The coaching and noticing on positive behaviour were a game changer.

Learning the tools and educating myself on ADHD

An insight into ADHD

### **Appendix 3**

#### **Case studies**

##### **Case study 1**

I am a mum of 2 children and a step mum of 1.

1. Boy 14 (ASD), 2. Girl 11 and 3. Boy 9 (ADHD).

We live with my husband (who is not my children's father). My husband has a son that visits regularly.

My son aged 9: at this current time is still under his paediatrician with a blue card being extended due to a big backwards step earlier this year, we also have a family worker from the education partnership assisting with extra support for school. My son is currently doing really well and settled in school.

When booking this course, as a family we were in a bad place, behaviours were at a point that made everyday life exhausting and challenging. My son had started to become aggressive more verbally but on the odd occasion physically and his mood could change rapidly, we all felt like we were walking on eggshells not to upset or trigger him.

Our Paediatrician had recommended the incredible year's course (I think) and when I rang to enquire, I distinctively remember a feeling of relief, there was someone at the end of the phone that listened, and I was put on the waiting list.

I was very enthusiastic when starting this course, eager to learn, desperate for help, searching for support to not feel alone with our struggles. More importantly, the opportunity to try and understand my son somewhat more to enable me to support him. In my head, I thought if just one of those things I could help then we would be heading in the right direction.

The incredible year's journey was simply outstanding. It has been a game changer for my family. Every week I loved attending the lesson and learning. Lots of the bad behaviours have turned a corner. The techniques and tools we were taught have giving me the support and confidence that I am doing the right thing. I feel a better more capable parent because of it.

The thing that was the biggest eye opener for me and the tool I'm most grateful for was the play-special time-one2one strategy. When I struggled to complete the home task right at the beginning of the course, I sat back and realised just how much time my children don't get with me. This was sad but so changeable and wow, what a difference..... I honestly feel my bond with my children is stronger because of this one adaptation.

Now the course has ended things are continuing to be successful. When I come across different obstacles and behaviours, I really feel I have the tools to manage this.

I cannot speak highly enough of this course and the ladies Jeannie and Sharon. We are so far from where we were and I feel a more happy confident parent, I have happier children but most importantly I now feel closer to them because I feel I understand them more- they have a better me which in turn gives me a better them.

## **Case study 2**

I am a grandmother who has the full-time care of two grandchildren. I live with my husband and have an adult son living in the house. The children's father lives in his own house and his wife died when his youngest son was 14 days old tragically. I actually have 4 children, 3 boys and a girl and they are all adults. My grandsons are in my care because my son suffers with a mental health condition. The older boy was 5 years when I started attending the group and was diagnosed with ADHD and ODD. His younger brother was 4 years and has a diagnosis of autism and sensory processing disorder. He was diagnosed quite young. Both boys are under the care of a paediatrician.

I had some input from the health visitor who had a colleague who helps with behavioural difficulties. I had already done the triple parenting group online. I also done an online course about ADHD. I discovered the incredible years course online and decided to apply for it as I wanted some help to cope with some behaviour difficulties. There had been some difficult moments with transition to school and aggressive behaviour.

I was a bit worried as I was an experienced mother among a group of much younger people, but I had never dealt with ADHD before. Although I do wonder if my son, the children's father, actually has ADHD and it has never been diagnosed as he shows traits of it and was a difficult child.

I came to the course with an open mind and hoped that I would find something useful to help me. I found it helpful and tried the techniques learnt in the group each week. It has had some impact as his behaviour has improved to what it was. He continues to have problems to regulate himself and focus but he is doing much better than he was. It hasn't been easy trying to get other family members to co-operate with trying the techniques out. It is still a work in progress.

I would say to anyone who is thinking of joining the course, to come along with an open mind. It is well worth your time and effort and hopefully you will benefit from it. The course tutors are very good and helpful, and the book used is helpful as well. So yes, I would recommend this course.

## **Case study 3**

I am a mum of 2 boys. I was looking for additional strategies to help me parent my child with additional needs (ADHD). I had been on several courses previously that had not provided any new insights and this course was highly recommended.

I found the experience of coming to the group was very welcoming and non-judgemental. A space where I could learn and talk.

What did you get out of the group? A whole new way of thinking. A foundation based on play and special time which both children love. A way of reframing situations using the language of persistence coaching and praise to help diffuse when my children are becoming dysregulated or anxious.

The changes have been: My children enjoy special time and want lots of it daily. They are beginning to echo the language I am using back to me and with each other. They are starting to acknowledge consequences. They understand if not fully implement yet the calming down strategies. They acknowledge that we have rules as a family and are more readily able to follow them once linked to their reward chart.

The course has made me feel more confident in my parenting approach and has enabled me to connect more with my children. I would definitely recommend it. I would say it is a vital learning experience for parents of children with additional behavioural needs, especially for those who have attended other courses that have not helped.

To the facilitators.... I just wanted to write to express my thanks; it has been a privilege to have been part of the Incredible Years course. Your teaching has made it a very valuable learning experience and the strategies you have guided me through have made so many improvements within our family daily life. I know that by continuing to implement them I will feel more assured that what I am doing to help guide and nurture my children will help them in turn to develop their own strategies for self-regulation and boost their own growth mindset. Thank you for the time and care you have taken in delivering the course and the kindness you have shown me. It is much appreciated, and I am very grateful.

#### **Case study 4**

I am a mum to my son who's ten with combined ADHD, to a daughter who's four and another daughter who's 9 months. I'm also a step mum to 16-year-old girl and 12-year-old boy also have a partner. Homelife is very on the go which isn't surprising really and can sometimes be very challenging on a daily basis. I'm involved with the school SENCO that my son goes to and also a company called families in focus. Before I started incredible years homelife was as bad as it could get my son and my daughter (following) were so defiant and didn't really pay attention to me or my partner. I had heard of the group from another parent that had previously done the course herself and said I should try it. Before i started the group I was definitely in too minds if it would work because I've tried a lot of things myself that hadn't worked for me and my family. My main goal was just to have a happier home life and my son to be more calm and less destructive. Since joining Incredible years I've learnt so much and realised that nothing changes over night for the first time in years I've stuck to the same routine and simple rules that work in my home I now spend quality time with my children one on one and my son never really had that from me once his sister was born so it's lovely it's only ever a few nights a week but that's enough for him and his sister. Homelife is a lot calmer than it was before and isn't as stressful attitudes have changed from everybody it's not 100% but I'm not sure any family is. I would definitely recommend people to come along to the course because it's helped me so much not only new tools but that some of the stuff I was already doing is

### **Case study 5 (Names changed)**

I am a mum, and my son has ADHD. He is 8 and is in year 3 at school. My Son Dan lives with me his mum, his dad and his older brother who is 10 and younger sister who is 4.

Ever since Dan was a toddler, I really felt that something wasn't right, and we struggled so much with his behaviour specifically his aggression. My son was diagnosed about 18 months ago. At school my son manages to mask some of his difficulties quite well. At school he is inattentive in subjects that he is not interested in and often isn't sure of what's expected of him as he has 'switched off'. He needs instructions told to him on a one-to-one basis and needs monitoring to check he is on track, for every lesson. He is very easily distracted and finds it hard to concentrate in a classroom situation as any background noise for my son feels amplified. At home we have had other issues, he has meltdowns, tantrums and can be very aggressive both physically and verbally, if he doesn't get his own way.

Before starting the course, I felt totally exhausted with him and did not know what to do. I read books and have always practiced positive parenting techniques. It felt like whatever I did, failed. It was really impacting on my mental health. I was worried as my other children were obviously suffering.

My daughter was scared of Dan quite a lot of the time. My eldest son, Dan's brother was becoming depressed by the whole situation. He was also becoming aggressive as he was frustrated with being hit by his brother. Dan's behaviour was having a negative impact on all of us.

The incredible years has been a total game changer for me and us as a family. The course is brilliantly structured and introduces each parenting technique step by step. It gave us a week to come to grips with each step before introducing another one. The tasks and reading set each week were specifically relevant to what we had learnt in the class.

By the end of the course, I developed all the tools I need to parent effectively for Dan and all my children. I feel in control of my parenting. I feel stronger and more resilient. It has given me a framework to refer to and work by, and I believe continuing to practice what I've been taught, will help me overcome most of my parenting hurdles.

My relationship with Dan and the other children has strengthened. Dan is praised more as we notice what he is doing well at. He thrives from our one-to-one play time and our relationship is closer. I know how to give him consequences for negative behaviours rather than hesitate and not follow things through. Dan knows what to expect as a consequence for specific behaviour. As the boundaries and instructions are clearer. This in turn makes Dan feel more secure.

I have learnt it's ok to ignore some behaviours and how to manage the children better in difficult situations. Dan is having less meltdowns and in general his behaviour has improved somewhat towards his siblings thanks to the coaching we introduced.



Last week Dan was given an award by his teacher for, 'Persistence and Independence.' Dan is actually trying harder with his work at school! He is also trying to work more independently in class. I really feel this improvement at school is thanks to the positive impact the incredible years course has had upon my parenting and in turn upon him. I feel that his self-worth has improved so he is trying harder.

The facilitator Jeannie is brilliant and made sure we all stayed on track. She was positive, factual and engaging. Sharon the other facilitator was kind, caring and also a fountain of knowledge.

I am grateful beyond words to have had the opportunity to do this course.

### **Case study 6**

I am a grandmother to 9 grandchildren. One of my grandchildren has been diagnosed with ADHD, SPD, and has autistic traits. He is 9 years old and lives with his mother and two younger siblings. He is in mainstream school but struggles. He does have a EHP plan (think that's what it's called) with the school. My daughter would have liked to do the course but with two young children it was difficult, so I put myself forward and told her I would let her know the things I learnt. I was sceptical, whether this would make any difference or work. How can anyone know or have an idea what is going through a child's mind with ADHD.

Well. I'm eating my words, so to say. It explained a lot for my daughter and me. How his thought process work and how frustrating it is for him. How really any brain worked let alone a child with challenges.

The help and understanding giving were amazing. Had support from Jeannie and Sharon who ran the group, as well as support from other people in the group. The tools and explanations they gave was fantastic. Tools that we implement with my grandson, but are tailored to his needs, feelings and understanding.

I would say to any parent or grandparents thinking about doing this course, do it, it helps you meet people in the same situation. They know how you feel ...

## **Appendix 4**

### **Post course testimonial from a parent**

I really want to say a huge thank you from me, my husband and child for letting me attend this course. You have given us lots of advice and strategies to try to help our family. At the start of this course, I was feeling quite desperate and in a downward spiral with no idea what we could do to help ourselves. You have given me hope. Hope that things can get better, and the spontaneous rewards seem to be the best way forward for us along with limiting time on devices when appropriate.

We certainly have lot's more challenges ahead, first one being able to get my daughter into the best SLD school for her, but we have more tools to help us on the way.

For me personally, I have recently been diagnosed with general anxiety disorder (I also suffer with depression) so I am learning new strategies myself, which will also help.



# Training 1: Incredible Years School Aged Group Leader Training Workshop Evaluation Report

**Dates:** 31<sup>st</sup> January 1<sup>st</sup> & 7<sup>th</sup> February 2023

**Venue:** Colchester, UK.

**Mentor:** Jeannie Gordon

**Number of Trainees:** 10



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## Day 1

### OVERALL WORKSHOP

**Question: What part of the workshop was most helpful to you? Also, what did you like the best?**

- Play
- The practical's were really helpful
- The interactive bits working together.
- Child centred play
- Practical strategies and discussion/reflection time
- Stacking blocks -the visual to illustrate a point (the importance of play)
- Explanations after the video and reflecting on role play.
- I liked the discussions after the videos and the role play.
- Buzz
- The discussion

**Question: What did you like least about the workshop? What could be improved?**

- N/A x 4
- Seats
- Attention rule.

### TEACHING EVALUATION

THE IY LEADER'S TEACHING AND LEADERSHIP SKILL WAS:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				10

THE IY LEADER'S METHODS AND PROCESSES MODELLED AND DEMONSTRATED WERE:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				10

THE LEARNING DERIVED FROM THE IY VIDEO EXAMPLE VIGNETTES WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		1	9

THE WORKSHOP PRACTICES/ROLE PLAYS/BUZZES/ BREAK OUT GROUPS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
			10

THE GROUP DISCUSSION AND INVOLVMENT WAS:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
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THE WRITTEN HANDOUTS AND READINGS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		5	5

### Additional Comments:

- Really interesting so far
- I think this is a brilliant programme and I'm so excited to bring it to the area near me!
- Really informative
- Was very interesting and allowed application of the training into my own job role of supporting families.
- Am glad to be here.

- End of day 1 -

## Day 2

### OVERALL WORKSHOP

**Question: What part of the workshop was most helpful to you? Also, what did you like the best?**

- All
- Rewards
- Coaching section breaking down types and elements to think about
- The discussion post videos, it did make it harder to relate that the videos are so old.
- The live examples
- Skills practise and specific advice on how to run a group session.
- Coaching
- Praise and attention rule

**Question: What did you like least about the workshop? What could be improved?**

- Supporting the balance involving single parents
- The outdated clips

### TEACHING EVALUATION

THE IY LEADER'S TEACHING AND LEADERSHIP SKILL WAS:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				9

THE IY LEADER'S METHODS AND PROCESSES MODELLED AND DEMONSTRATED WERE:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				9

THE LEARNING DERIVED FROM THE IY VIDEO EXAMPLE VIGNETTES WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		1	8

THE WORKSHOP PRACTICES/ROLE PLAYS/BUZZES/ BREAK OUT GROUPS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		1	8

THE GROUP DISCUSSION AND INVOLVMENT WAS:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
			9

THE WRITTEN HANDOUTS AND READINGS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		3	6

### **Additional Comments:**

- Really enjoyed.
  - Really useful and insightful
  - I found coaching quite difficult to understand. -but think in time it will process
  - Thank you.
- End of day 2 -

## **Day 3**

### **OVERALL WORKSHOP**

**Question: What part of the workshop was most helpful to you? Also, what did you like the best?**

- Group participation
- The tools and the role play
- The group discussions and sharing ideas.
- Facilitator tips
- The discussion and role play elements
- Detailed explanation about reactive behaviour and guidance on how to work and support through challenging behaviour.
- Time out strategy
- Consequences
- Consequences

**Question: What did you like least about the workshop? What could be improved?**

No comments given.

## TEACHING EVALUATION

THE IY LEADER'S TEACHING AND LEADERSHIP SKILL WAS:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				10

THE IY LEADER'S METHODS AND PROCESSES MODELLED AND DEMONSTRATED WERE:

VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
				10

THE LEARNING DERIVED FROM THE IY VIDEO EXAMPLE VIGNETTES WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		1	9

THE WORKSHOP PRACTICES/ROLE PLAYS/BUZZES/ BREAK OUT GROUPS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		2	8

THE GROUP DISCUSSION AND INVOLVMENT WAS:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		2	8

THE WRITTEN HANDOUTS AND READINGS WERE:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		2	8

### Additional Comments:

- *Love this training.*
- *This training has been some of the best I've ever done as a professional. I feel lucky to have been part of it and cannot wait to start delivering it as soon as possible!*
- *Thank you for a practical and engaging course.*
- *Really useful and interesting, created a lovely group dynamic for an open and supportive session.*
- *Am happy to have been part of this teaching.*
- *Fantastic*

- End of day 3 -



# Training 2: Adapting the Incredible Years programme for parents with children additional needs.

## Consultation Training Workshop

### Evaluation Report

**Dates:** 8<sup>th</sup> February 2023

**Venue:** Colchester, UK.

**Mentor:** Jeannie Gordon

**Number of Trainees:** 13



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## OVERALL WORKSHOP

I found the content of this consultation:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		2	11

I found the discussion of the group leader's videos presented to be:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
			13

I found the role plays or practice experiences to be:

NEUTRAL	SOMEWHAT	HELPFUL	VERY HELPFUL
		1	12

The mentor/trainer invited participants to articulate their goals for group process skills.

NEUTRAL	SOMEWHAT	Quiet a bit	Extensively
		1	12

**The mentor/trainer was collaborative and used a problem-solving approach when providing consultation regarding the videos:**

NEUTRAL	SOMEWHAT	Quiet a bit	Extensively
			13

The mentor/trainer provided a rationale for the recommendations proposed:

NEUTRAL	SOMEWHAT	Quiet a bit	Extensively
			13

The mentor/trainer was supportive and accepting of individual differences in group leaders' learning goals and levels of experience.

NEUTRAL	SOMEWHAT	Quiet a bit	Extensively
			13

**Question: What part of this session was most helpful to you? What did you like the best?**

- *Role play*
- *The knowledge of ADHD & Autism*

- *How simple is to adapt the program.*
- *Building confidence and developing on current knowledge and expanding on this allowing for open conversation and developing new techniques from everyone around*
- *Puppets*
- *The idea of always going down the pyramid and how to make the course more inclusive.*
- *The level of knowledge and support*
- *The additional information to tailor the program for children with ADHD or ASD*
- *ADHD PowerPoint*
- *Vignettes that highlight ADHD and persistence/ sensory box*

**Question: What did you like least about the workshop? What could be improved?**

- *Little bit of information around advertising the programme, costing etc*